

---

## HANDOUT 14-1

---

### ***A DAY IN THE LIFE OF TYSON LECLARE***

**T**yson (Ty) LeClare has been out of prison for three years and has been clean and sober for three months. Here are two different versions of one Saturday in the life he's determined to make for himself and his family.

#### **Version 1:**

Ty has planned to take his nine-year-old son, Earl, fishing. They get up early, and Earl wakes up excited. They hit the road, which is almost deserted. The weather is beautiful, and by eight in the morning they have their lines in the water. They get a couple of good bites within the hour, and when the action slows down, Ty shows Earl how to cast properly for fly fishing. Earl isn't very good at it, but he keeps trying. At noon, they have the lunch they've packed and head for home. Ty's wife and daughter join them that afternoon and they all watch a ball game on TV, eat popcorn, and relax.

#### **Version 2:**

Ty has planned to take his nine-year-old son, Earl, fishing. Ty gets up early, and then starts the long process of waking Earl. Earl whines and complains, and after 10 minutes of prodding is actually up. Because Earl can't find his shoes and jacket they're later getting on the road than expected. They run into a lot of traffic and are further slowed by the rain. By the time they get to Ty's favorite fishing spot at about 9:30, they are wet and cold, and they find that there are already a couple of people there. So they move on until they find a place that looks good. But they don't get any action. Ty tries to show Earl how to cast properly, but Earl isn't interested and says he's hungry. They realize they forgot their lunch. When they get home, Ty wants to watch the end of the ball game, but his wife reminds him he'd agreed to run some errands for her. When he gets back he finds his wife is napping, and the kids are hassling each other.

---

**HANDOUT 14-2*****DIFFERENT STOKES FOR DIFFERENT FOLKS***

<b>Situation</b>	<b>Robert</b>	<b>Stan</b>	<b>Howie</b>
He's driving, and someone cuts in front of him and then exits without signaling	Mildly irritated.	No response — just typical stuff when you're driving	<b>Furious at the other driver's rudeness.</b>
He is waiting in a long line in a crowded store. The old lady in front of him can't find her wallet and empties her purse on the counter while the line gets longer & longer.	Resigned — its always like that in this store.	Doesn't notice — he's reading the Inquirer.	<b>Furious at the woman's lack of courtesy.</b>
He asked the kids to cut the lawn three days ago, and it's not done yet.	Resigned — that's just the way kids are.	<b>Furious — they don't take their responsibilities seriously.</b>	Resigned — that's just the way kids are.
His brother offered to pick up a parcel for him two days ago, but he still hasn't done it.	Mildly irritated.	<b>Furious — if he wasn't going to do it, why did he offer?</b>	Understanding — his brother meant well, just got sidetracked.
He usually gets along well with his boss. The boss has the flu and snaps at him for something trivial.	<b>Furious — that just wasn't fair!</b>	Calm — it was just a comment, not a big deal.	Understanding — his boss is usually a nice guy. It was the flu that made him do that.
His daughter tells him that she was trying to retrieve a ball from the neighbor's yard and the neighbor took the ball and yelled at her.	<b>Furious — how dare that guy bully a little girl?</b>	Calm — the guy was probably having a bad day, and his daughter has plenty of other balls.	Calm. Says that he'll talk to the neighbor, who is usually a nice guy.

---

## HANDOUT 14-3

---

### ***EXERCISE INSTRUCTIONS***

- 1.** On your own, take five minutes to think about situations in which you've become very angry. Identify at least three incidents and make brief notes about them.
- 2.** Once you're paired with your partner, Partner A should brief Partner B on his anger situations. Both of you should work together to see if you can identify things that are similar in Partner A's situations.
- 3.** You'll then go through the same process with Partner B briefing Partner A on his anger situations, and both of you working together to look for things that are similar in Partner B's situation.

---

**WORKSHEET 14-4**

---

***ANGER LOG***

Day & Date	Time	How I felt physically, before the incident	Situation that I got angry about	Notes



Anger Log (continued)

Day & Date	Time	How I felt physically, before the incident	Situation that I got angry about	Notes

---

## HANDOUT 14-5

---

### ***RECOGNIZING SIGNS OF ANGER***

Physical signs of anger can include any combination of these “symptoms”:

- pounding heart
- dry mouth
- throat feels tight
- rapid breathing
- clenched teeth
- clenched fists
- headache
- tense muscles --- jaw, neck, shoulders, arms, hands,
- increased sweating
- “pressured” feeling in head and chest
- feeling of sharpened senses, or sensory input being suddenly altered, (for example, slow motion perceptions)
- tearfulness
- inability to sleep.

Recognize that other emotions often serve as triggers for anger. Frequent emotional triggers for anger include feeling:

- tired
- helpless
- depressed.

---

■ **HANDOUT 14-6**

---

***MORE ON ROBERT***

---

**R**obert was on the factory floor inspecting a piece of equipment that he'd reported to his supervisor during his last shift as needing repairs. It looked like it hadn't been fixed yet, and Robert thought it wouldn't be safe to keep it in operation.

As he did his inspection, his supervisor's boss came along. Robert generally got along with him, and he knew The Boss had been sick for a few days. The Boss asked Robert what he was doing. Robert said "I'm checking this out — it looks like we might have to take it off-line today." The boss snapped "Jesus, can't you keep track of things so this doesn't happen?" and strode off.

At the time of the incident, Robert was shocked and made no reply. Throughout the day, he replayed the incident in his mind over and over. He found himself focusing on little things about The Boss that he'd never even realized he didn't like before: the way he wore suspenders, and hitched up his pant legs before he sat down, like he was a King or something...the time that he forgot Robert's name when he was giving someone a tour of the factory...the way he'd winced when heard that the machine was off-line, as if Robert was somehow responsible for it not working. By the end of the day, the hurt Robert felt during the brief encounter with his ailing boss had matured into rage.

---

---

## HANDOUT 14-7

---

### ***DEFINITION OF SELF-TALK***

Self-Talk is a method of talking yourself into changing your state of emotional arousal.

Control self-talk is designed to cool you down — to help you reduce your level of emotional arousal.

Destructive self-talk makes you even more aroused.



---

## **WORKSHEET 14-8**

---

### **STAN'S SELF-TALK**

---

#### **SITUATION**

Stan hasn't had a drink in two years. He quit because he wanted to be a good example for his two children — Ken who is 13, and Andrea who is 11. On Friday morning, Stan is getting ready to drive to Vermont to help move his parents from their old house into an apartment. He'll be away until Sunday. As he eats breakfast with Ken and Andrea he reminds them that the lawn was supposed to be mowed earlier that week. They apologize for forgetting and promise they'll do it after school that evening.

When Ken returns on Sunday, the first thing he sees is that the lawn hasn't been mowed. When he gets into the house, he finds a note from his wife saying that she and the kids are having dinner with her parents, and they'll be back at about 8.

#### **INSTRUCTIONS**

Prepare two role-plays based on the situation above. Each role-play will have two parts — a first part in which you show the self-talk, and a second part, in which you show what happens after the self-talk.

- **Role-Play One: Destructive Self-Talk**

Part 1: Show Stan going through a destructive talk. (If you want, you can have one group member play Stan using only body language, while a second group member plays the destructive voice inside his head.)

Part 2: Show what happens when Stan's children return from their grandparents. Develop this enough so we see not just what Stan says, but also how his children respond.

- **Role-Play Two: Control Self-Talk**

Part 1: Show Stan going through a control self-talk. (If you want, you can have one group member play Stan using only body language, while a second group member plays the constructive, control voice inside his head.)

Part 2: Show what happens when Stan's children return from their grandparents. Develop this enough so we see not just what Stan says, but also how his children respond.

---

## **WORKSHEET 14-9**

---

### ***ROBERT'S SELF-TALK***

#### **SITUATION**

Robert has an eight-year-old daughter named Winnie. He and his wife work hard so they can rent a house in a middle class suburb, so their daughter Winnie can go to schools they feel are safe. They both work in a factory, and Robert sometimes thinks his neighbor, Marv, who is a teacher, might look down on him because he served time, works in a factory, and likes to put down a few beer while he sits in his lawn chair. But Marv has always been polite, even though he is not overly friendly.

One day, Robert's daughter Winnie tells him that when she was playing, her ball went over Mr. Thatcher's fence and into his yard. She'd gone into the yard to get it, but Mr. Thatcher had stopped her. He took the ball and told her she was trespassing.

#### **INSTRUCTIONS**

Prepare two role-plays, based on the situation above. Each role-play will have two parts — a first part in which you show the self-talk, and a second part, in which you show what happens after the self-talk.

- ***Role-Play One: Destructive Self-Talk***

Part 1: Show Robert going through a destructive talk. (If you want, you can have one group member play Robert using only body language, while a second group member plays the destructive voice inside his head.)

Part 2: Show what happens when Robert's neighbor returns home that evening, as Robert is outside, just about to leave for work. Develop this enough so we see not just what Robert says, but also how his neighbor responds.

- ***Role-Play Two: Control Self-Talk***

Part 1: Show Robert going through a control self-talk. (If you want, you can have one group member play Robert using only body language, while a second group member plays the constructive, control voice inside his head.)

Part 2: Show what happens when Robert's neighbor returns home that evening, as Robert is outside, just about to leave for work. Develop this enough so we see not just what Robert says, but also how his neighbor responds.

---

## **HANDOUT 14-10**

---

### ***CENTRAL CONTROL INSTRUCTIONS***

- Start with your back straight and your feet flat on the floor. Relax your hands and arms on your lap. Close your eyes if you like.
- Begin breathing slowly and deeply. Inhale through your nose and exhale through your mouth.
- Pay attention to your breath. Is each breath reaching down to your upper chest? Your lower chest? Your abdomen? Allow the breathing to deepen (allow about 1 minute).
- Now keep breathing deeply and focus your awareness in your feet. How do they feel? Are they hot? Cold? Comfortable? Uncomfortable? Just be aware of how they feel. (10 seconds)
- Continue breathing deeply. Allow your awareness to move up your body and focus in your abdomen. How do you feel here? Are you aware of hunger? Fullness? Pain or discomfort? How do you feel inside? (10 seconds)
- Now allow your awareness to move up to the center of your chest. Center your attention on the steady beating of your heart. Take time to just be with your heartbeat. Don't think about it.
- Now focus on your fingertips and feel the blood pulsing there. (10 seconds)
- Now allow your awareness to move on to the muscles in your shoulders and neck. How do they feel? Are they relaxed? Sore? Tired? Does your head feel heavy? Don't ask why or try to do anything. Just be aware. (10 seconds)
- Now focus your awareness in your mind. Picture in your mind a large open field covered in deep grass up to your waist. The grass is green and the sky above is deep blue. A light warm breeze is blowing.
- Feel the breeze on your skin.
- Each thought that enters your mind becomes a brightly colored balloon.
- Watch them float.
- Just let them go. (1 minute)
- Focus your awareness once again in your feet, then let it move quickly back up your body. Notice how your body feels.
- As your awareness reaches your head, slowly open your eyes and wake up fully alert and refreshed.